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ABSTRACT

This model curriculum provides materials and information for a 200-hour course to provide training in entrepreneurial skills and small business management. It is designed to help students identify opportunities and have the knowledge, attitudes, and skills to develop innovative small business ideas into successfully managed small businesses. The first section covers these topics: target student group; curriculum length; delivery issues; options for sequencing delivery of the modules; requirements for entry, recognition of prior learning, and accreditation; and definitions of terms. The course consists of six modules: entrepreneurial skills; planning to start a small business; establishing a small business; managing and operating a small business; evaluating a small business; and entrepreneurial small business project. Each module lists the purpose, duration, and learning outcomes. Components provided for each learning outcome may consist of any or all of the following: learning outcome, assessment criteria, assessment, and range statement. Module 6 contains these additional materials: a list of entrepreneurial small business project topics; a list of 130 print and video reference and support material; and a list of 8 suitable textbooks. The section following the modules outlines the principles that underpin the development of the curriculum: significance of lifelong learning, role of competency statements, and curriculum flexibility. Two final sections suggest guidelines for implementation and evaluation. (YLB)

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ED 399 364

UNESCO UNEVOC
International Project on Technical and Vocational Education
Projet international pour l'enseignement technique et professionnel

ENTREPRENEURIAL SKILLS FOR SMALL BUSINESS

EXEMPLAR CURRICULUM DOCUMENT

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CE072 412

June 1994

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ENTREPRENEURIAL SKILLS FOR SMALL BUSINESS

CURRICULUM DOCUMENT

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This curriculum was developed as a joint initiative by Adelaide Institute of TAFE, South Australia and the Department of Employment, Education and Training (DEET) Australia, at Adelaide Institute from May 30 - June 17 1994, by curriculum specialists from United Nations Technical and Vocational Education (UNEVOC) Centres, for use amongst UNESCO member countries in the technical and vocational (TVE) sectors.

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RECOMMENDATIONS

and

TIMELINE

for

ENTREPRENEURIAL SKILLS DEVELOPMENT PROJECT 2000

Approved by members of the
Curriculum Development Team
16 June 1994
at Adelaide Institute of TAFE

RECOMMENDATIONS FOR ONGOING ENTREPRENEURIAL SKILLS DEVELOPMENT PROJECT 2000

1 That a core monitoring group be established.

2 That membership of the group be as follows, with current members of the project being targeted as representatives:

AUSTRALIA	2	(Adelaide Institute of TAFE)
INDIA	1	(CIVE)
PAKISTAN	1	(National Technical Teachers Training College)
CHINA	1	(CITVE)
MALAYSIA	1	(Ministry of Education)
INDONESIA	1	(DTVE)
KOREA	1	(Inchon Ind Master's College)
UNESCO	1	(PROAP)
UNEVOC	1	(BERLIN)

3 That the Chairperson be appointed from Bangkok or Berlin.

4 That the purpose of the core monitoring group be as follows:

- to meet periodically, as required by the timelines to December 2000;
- to evaluate progress with the project;
- to decide about the direction of the project.

5 That a clearing house for entrepreneurial training support be established at Adelaide Institute. Funding costs for the clearing house are estimated as $37,000 (Australian) for the first year.

6 That a programme of accredited trainer training for teachers who will deliver these modules in each country, be established.

7 That funding be provided through central bodies - UNESCO, DEET - to continue this project through to the year 2000.

These recommendations arose from discussions of the Curriculum Group at Adelaide on Tuesday, 7 June 1994 and Tuesday, 14 June 1994.

TIMELINE

ENTREPRENEURIAL SKILLS DEVELOPMENT PROJECT 2000 (UNEVOC)

June 1994	1	Development of exemplar curriculum (regional)
September 1994	2	Development of guidelines for curriculum adaptation (national)
October 1994 (timed for meeting in Bangkok)	3	Review of progress and preparation of further guidelines by monitoring group (regional)
December 1994	4	Training of facilitators for curriculum adaptation (regional)
February 1995	5	Curriculum adaptation/elaboration in countries/for target groups (national)
March 1995	6	Assigning instructional material development for exchange (regional)
June 1995	7	Development of exemplar instructional material (regional)
July - December 1995	8	Training teachers and other personnel (national)
January 1996 - December 1997	9	Pilot project on trialing of the adapted curriculum (two years) (national)
February 1998	10	Finalisation of the nationally adapted curriculum (national)
May 2000	11	Achieving a target in terms of numbers (nationally set)
December 2000	12	Final appraisal of the project (regional)

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ENTREPRENEURIAL SKILLS FOR SMALL BUSINESS

COURSE AIMS

The overall aim of this course is to provide training in entrepreneurial skills and small business management so that students will identify opportunities, and have the knowledge, attitudes and skills to develop innovative small business ideas into successfully managed small businesses.

TARGET STUDENT GROUP FOR THE CURRICULUM

The following characteristics were agreed to be the common ones for the student audience in the different national contexts:

Age:	14-20 years, but this range was not seen as exclusive at the upper level.
Current Occupation:	Students may already be in business, be involved with a family business or not be involved with a business or occupation at all.
Education Level:	Post-compulsory education level which is at least 6-8 years of schooling as a minimum.

Future Business Orientation could include any of the following areas:

- retail
- construction
- rural
- service
- manufacturing

CURRICULUM LENGTH

This curriculum involves 200 hours of training for students. This will provide for 200 hours of classroom delivery or the hours can be varied to cater for other delivery options and on-the-job or off-the-job training.

It is proposed that the curriculum be accredited into the national systems as a Certificate.

MODULES IN THE CURRICULUM

This curriculum involves 6 modules of various length, which total 200 hours and a Certificate in Technical and Vocational Education.

The module codes and names are:

ESSB01	*Entrepreneurial Skills*
ESSB02	*Planning to Start a Small Business*
ESSB03	*Establishing a Small Business*
ESSB04	*Managing and Operating a Small Business*
ESSB05	*Evaluating a Small Business*
ESSB06	*Entrepreneurial Small Business Project*

Module *ESSB01 : Entrepreneurial Skills* provides training in the underpinning skills needed by an entrepreneur.

Modules *ESSB02 : Planning to Start a Small Business, ESSB03 : Establishing a Small Business, ESSB04 : Managing and Operating a Small Business and ESSB05 : Evaluating a Small Business* provide training in competencies necessary for successfully managing a small business. These four modules could be offered separately to the other two modules of the curriculum.

Module *ESSB06 : Entrepreneurial Small Business Project* provides an opportunity for all components of the training to be integrated and applied to a practical business situation.

Module *ESSB01 : Entrepreneurial Skills* could be offered as a stand-alone module to provide training in entrepreneurial skills for students who are not involved in small business training.

DELIVERY ISSUES

This exemplar curriculum has been developed to provide a range of flexible options related to delivery. Some options are:

- On-the-job training with 200 hours delivered over a short period of time.
- Off-the-job training as part of a full-time in-service course of training, which could spread the 200 hours over a semester or a year of study.
- Part-time training for students who are employed.
- Intensive training over 5 weeks for students who have had work experience in a small business context.

The flow charts that follow outline some of the options available for sequencing the delivery of the modules.

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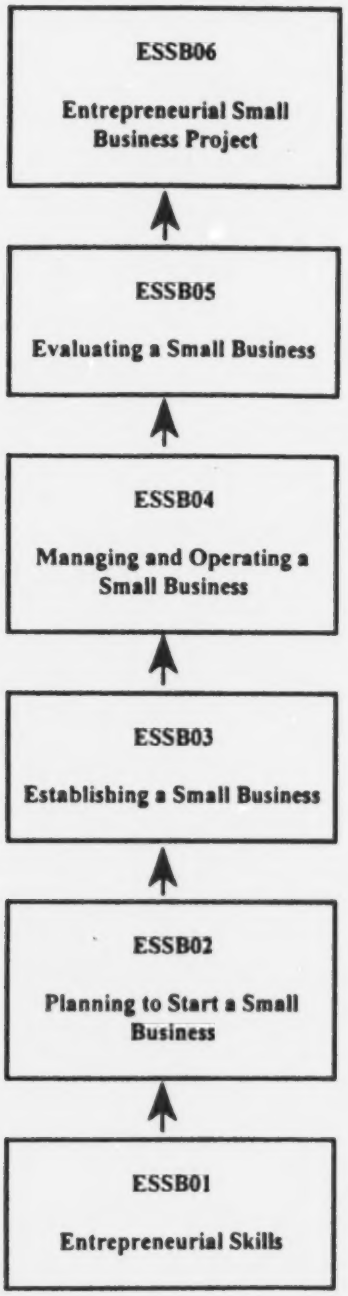
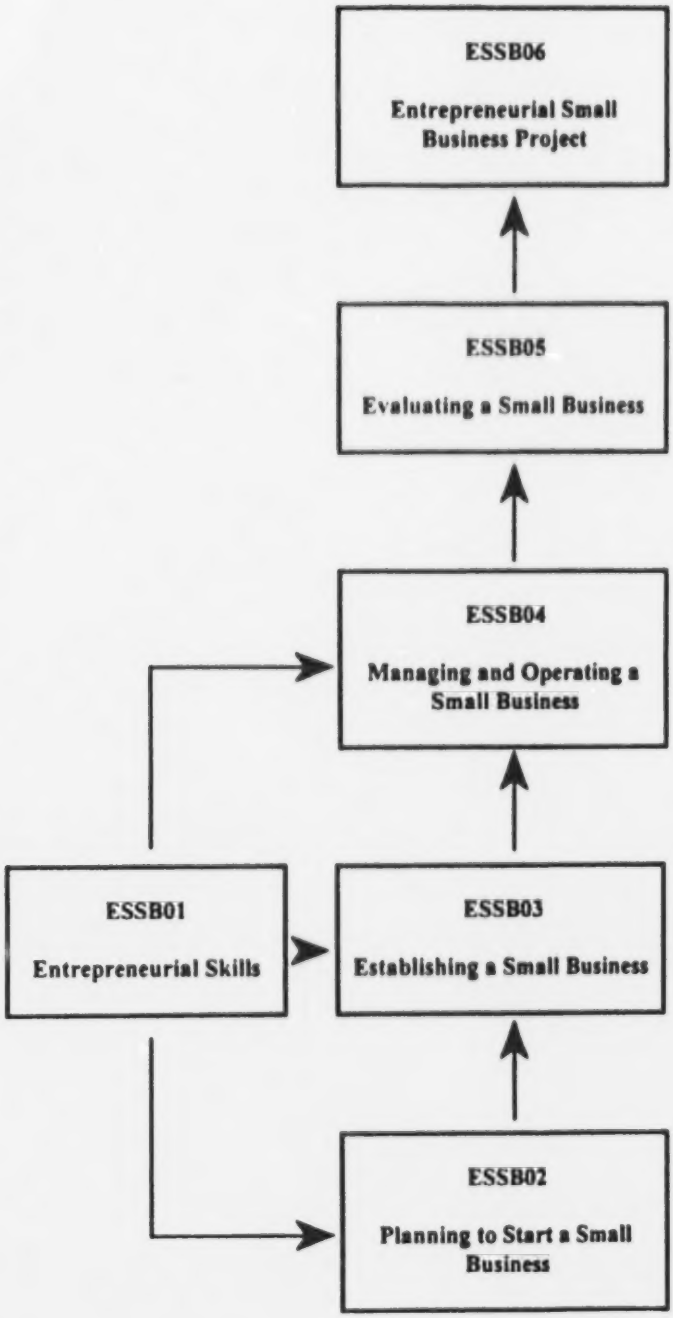
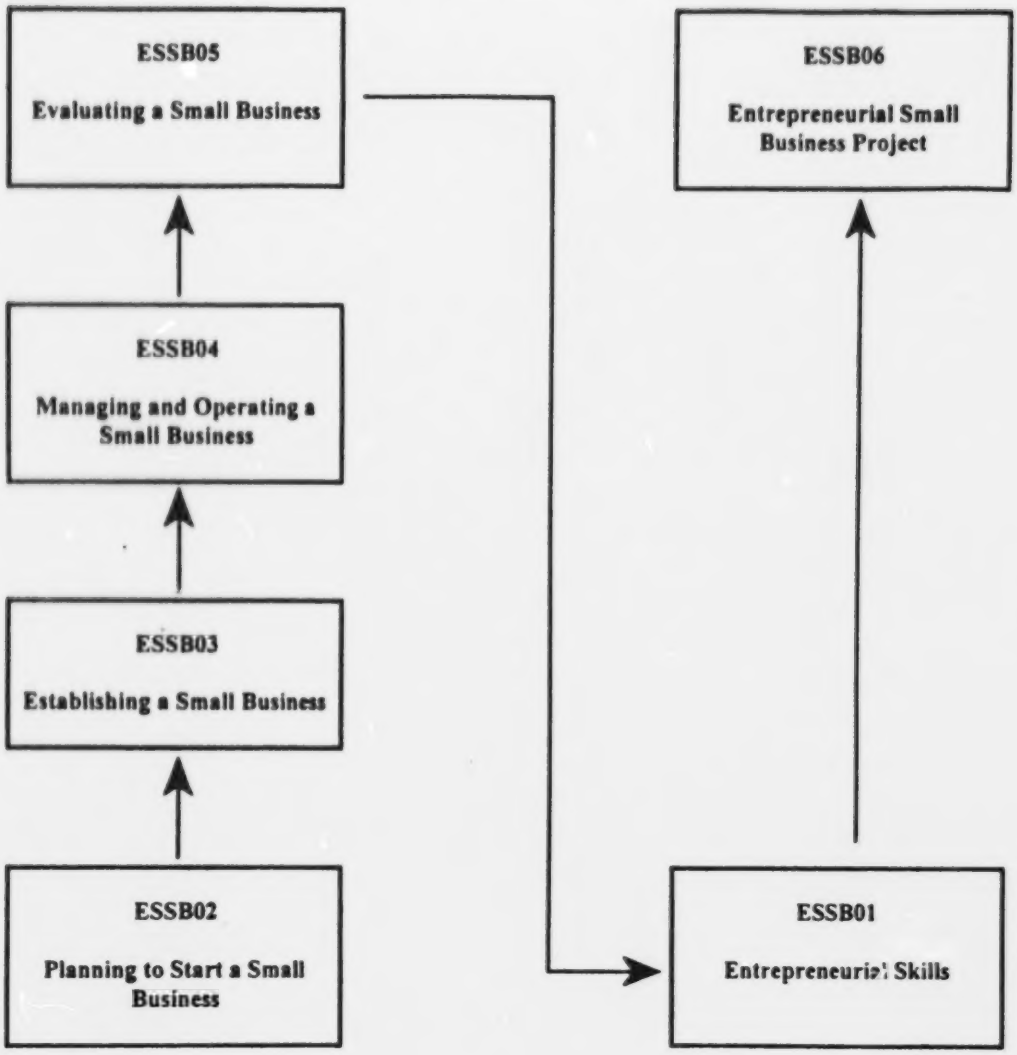
FLOW CHART 1


ESSB06
Entrepreneurial Small Business Project
ESSB05
Evaluating a Small Business
ESSB04
Managing and Operating a Small Business
ESSB03
Establishing a Small Business
ESSB02
Planning to Start a Small Business
ESSB01
Entrepreneurial Skills

FLOW CHART 2


ESSB06
Entrepreneurial Small Business Project
ESSB05
Evaluating a Small Business
ESSB04
Managing and Operating a Small Business
ESSB01
Entrepreneurial Skills
ESSB03
Establishing a Small Business
ESSB02
Planning to Start a Small Business

FLOW CHART 3


ESSB05
Evaluating a Small Business
ESSB06
Entrepreneurial Small Business Project
ESSB04
Managing and Operating a Small Business
ESSB03
Establishing a Small Business
ESSB02
Planning to Start a Small Business
ESSB01
Entrepreneurial Skills

ENTRY REQUIREMENTS

Students undertaking this course should be able to:

- read, comprehend and discuss printed familiar information
- write simple statements
- calculate basic mathematical problems

RECOGNITION OF PRIOR LEARNING

Students who already possess the competencies developed through this course may be granted credit.

REQUIREMENTS FOR ACCREDITATION

In order to receive the Certificate students need to have successfully completed all six modules in this award.

DEFINITIONS OF TERMS USED IN THE STRUCTURE OF THE CURRICULUM DOCUMENT

Purpose	An overview statement of the aim of the course or module, with an emphasis on vocational outcomes.
Competence	Description of the performance that the student will demonstrate at completion of the module. This description relates to a workplace task.
Learning Outcomes	These statements of skills describe the main parts or components of the competency.
Assessment	This is the tool or task that the student performs or completes to demonstrate competency, for the teacher or assessor to observe.
Assessment Criteria	These statements outline the things that students have to include in the assessment task. They provide the teacher with a way of measuring the student's competence. They are observable and measurable.
Range Statement	This describes the maximum and minimum conditions that relate to the assessment task, or the options for the assessment.
Content	These are the overlapping areas of knowledge, skills and attitudes that the teacher needs to teach or deliver to the student.

ENTREPRENEURIAL SKILLS

PURPOSE:

To provide training in the effective application of entrepreneurial skills in a range of contexts, with a particular focus on their use in the small business context.

NOMINAL DURATION:

If delivered through classroom based instruction, fifty contact hours are recommended. This time allocation should be adjusted for alternative delivery modes.

LEARNING OUTCOMES:

To be credited with this module the student must be able to demonstrate competency in the following learing outcomes:

1 Analyse personal characteristics compared with entrepreneurial characteristics, and plan for personal growth.

2 Communicate effectively through speaking, writing, using technology and when working with others.

3 Use a range of approaches to create opportunities and solve problems.

4 Use mathematical tools to analyse and describe practical situations.

5 Relate an understanding of entrepreneurial skills to personal situations.

LEARNING OUTCOME 1:

Analyse personal characteristics compared with entrepreneurial characteristics, and plan for personal growth.

ASSESSMENT CRITERIA:

1 A skills audit of personal characteristics, attitudes, values, goals and motivation is conducted, and results recorded.

2 Personal characteristics and entrepreneurial characteristics are compared and differences identified.

3 Goals and action for personal growth and development are specified.

ASSESSMENT:

- Prepare a personal development plan.

LEARNING OUTCOME 2:

Communicate effectively through speaking, writing, using technology and when working with others.

ASSESSMENT CRITERIA:

1 Oral reports are presented:

- clearly
- logically
- purpose is understood by listeners

2 Visual information in presentation material is clear and logical to the observers.

3 The purpose and content of written material are clear to the readers.

4 Instructions are understood by the listeners/readers.

5 Communications technology is effectively operated.

6 Interaction with others is effective, responsive, courteous and supportive.

7 Leadership skills are demonstrated.

8 Entrepreneurial skills relevant to communication, are demonstrated.

ASSESSMENT:

- Prepare an oral presentation on a topic, to a group, for 4-6 minutes.
- Prepare visual material to support your oral presentation.
- Write three business documents.
- Use a range of communication technology equipment.
- Work with others to complete a group task for verbal or written presentation.
- Participate in role plays.

RANGE STATEMENT:

- Business documents can include:

  - instructions
  - reports
  - letters
  - leaflets
  - notices

- Communications technology can include:

  - telephone
  - facsimile
  - photocopier
  - overhead projector
  - white board

- The group task can form the basis for the oral presentation or one of the written documents.

- Role plays could include:

  - interviewing
  - giving instructions
  - demonstrating use of equipment
  - conducting meetings

LEARNING OUTCOME 3:

Use a range of approaches to create opportunities and solve problems.

ASSESSMENT CRITERIA:

1 A range of problem solving approaches/methods are used.

2 Alternative ideas for creating opportunities are identified.

3 Simple surveying techniques for research information are used.

4 Various planning techniques are used.

ASSESSMENT:

- Identify some problem situations and suggest approaches to handle them.
- Using case study for problem solving in a small business.

RANGE STATEMENT:

- Prepare working paper by visiting a business organisation.
- Locations of sample businesses are given.

LEARNING OUTCOME 4:

Use mathematical tools to analyse and describe practical situations.

ASSESSMENT CRITERIA:

1 Basic arithmetic techniques related to various situations are used.

2 Simple statistical analysis techniques are employed.

3 Survey results, etc are presented quantitatively.

4 Various graphic techniques to present data are used.

5 Simple computer applications are introduced.

6 Basic technical drawing techniques are used.

ASSESSMENT:

- Analyse arithmetically and statistically, a given situation.
- Present results of a survey.
- Prepare a technical drawing.

RANGE STATEMENT:

- Arithmetical calculations may include ratios, percentages.
- Statistical analysis may include mean, mode, median and other simple data analysis techniques.
- Computing skills may include only introduction and not necessarily actual or practical.

LEARNING OUTCOME 5:

Relate an understanding of entrepreneurial skills to personal situation.

ASSESSMENT CRITERIA:

1 Understanding of entrepreneurial skills is described.

2 Personal development plan is evaluated and personal growth is described.

3 Relevance of entrepreneurial skills to future personal goals is outlined.

ASSESSMENT:

- Complete attitude/behavioural questionnaires.
- Complete checklist for self-evaluation.
- Prepare a report.

CONTENT:

In designing the learning programme to develop Learning Outcomes 1, 2, 3, 4 and 5, content should include the overlapping areas of skills, knowledge and attitude.

PERSONAL SKILLS
including

- Developing/analysing opportunities
- Procedures
- Setting goals
- Working hard/application
- Solving problems
- Promoting focussed discussion
- Task/Project orientation
- Criticism - giving/receiving
- Feedback - giving/receiving
- Managing time
- Facilitating group
- Problem solving
- Confidence building
- Clarifying
- Language/terminology usage
- Co-operation/working with others
- Selling yourself
- Initiative
- Commitment
- Frustration/stress management
- Independence
- Self discipline
- Positive self esteem
- Positive self confidence

INTERPERSONAL SKILLS
including

- Encouraging participation
- Communicating effectively
- Listening/speaking/writing actively
- Expressing ideas clearly
- Developing personal contacts
- Interacting with others
- Negotiating
- Influencing
- Demonstrating leadership

MATHEMATICAL SKILLS
including

- Basic calculations
- Business maths
- Rates
- Percentages
- Simple statistical analysis
  - mean
  - mode
  - median
- Survey results
- Simple graphs
- Computing skills
- Plans and line drawings

ENTREPRENEURIAL SKILLS
including

- Preparing, planning, establishing, managing and operate, and evaluate all relevant resources/information in small business context
- Business opportunities
- Goal setting
- Organising tasks
- Evaluating/checking tasks
- Analysing opportunities
- Innovation
- Risk taking

COMMUNICATION PROCESSES
including

- Group dynamics
- Non verbal communication
- Problem solving (group/ individual)
- Making decisions
- Conflict management
- Respect for others
- Empathy

READING AND WRITING SKILLS
including

- Preparing recommendations/ reports
- Recording resources
- Using standard formats
- Taking notes

PLANNING TO START A SMALL BUSINESS

PURPOSE:

To provide training in the planning and preparation for starting up a small business.

NOMINAL DURATION:

If delivered through classroom based instruction, forty contact hours are recommended. This time allocation should be adjusted for alternative delivery modes.

LEARNING OUTCOMES:

To be credited with this module the student must be able to demonstrate competency in the following learning outcomes:

1 Select a small business opportunity from a range of options.

2 Assess the feasibility of a small business opportunity.

LEARNING OUTCOME 1:

Select a small business opportunity from a range of options.

ASSESSMENT CRITERIA:

1 Information from a range of sources is collected.

2 Five or more business opportunities are listed.

3 Personal aptitude for the selected business are outlined.

4 Advantages and benefits of the selected business are outlined.

ASSESSMENT:

- Prepare a list of appropriate business opportunities, select one and identify reasons for the selection.

LEARNING OUTCOME 2:

Assess the feasibility of a small business opportunity.

ASSESSMENT CRITERIA:

1 The type, goals and objectives of the business are described.

2 The ownership arrangements for the business are stated.

3 The product/service to be provided is described.

4 Laws affecting the business are identified, interpreted and recorded.

5 Suitable location is identified and described.

6 A range of essential resources is identified.

7 A financial analysis is conducted, including sources of finance identified, cash flow described.

8 A survey of market needs and demands is conducted, and results recorded.

9 The market segment and market share for the business are identified and described, and outline of the market plan is prepared.

10 Promotional ideas are recorded.

ASSESSMENT:

- Produce a business plan for a small business.
- Evaluate the plan for feasibility of the business.

RANGE STATEMENT:

- The business plan can be developed for the selected small business opportunity in Learning Outcome 1 or from a case study.
- Resources refers to raw materials, employees, technology.

CONTENT:

In designing the learning programme to develop Learning Outcomes 1 and 2, content should include the overlapping areas of skills, knowledge and attitude.

PERSONAL SKILLS
including

- Selecting small business career by choice - personal analysis
- Benefits
- Responsibilities

PLANNING
including

- Choice of location
- Availability of resources - human, materials, machines, money, management
- Feasibility report
- Putting together components of business plan
- Presentation of business plan to the potential partners
- Selling yourself
- Personal aptitude

INTRODUCTION TO SMALL BUSINESS

- Introduction to small business
- Personal technical skills
- Terminology
- Concept of planning
- Role of planning in small business management
- Types of small businesses
- Ownership patterns
- Structure of a small business organisation
- Importance of a business plan
- Structure of a business plan
- Setting goals
- Defining objectives
- Designing a mission statement
- Identification of information sources
- Surveying
- Collection and compilation of relevant data
- Data analysis
- Laws, rules, regulations, related to a small business

SELECTING A BUSINESS OPPORTUNITY

Finance
including

- Costs - fixed, overheads, variable costs
- Cost/benefit ratio
- Pay back period
- Internal rate of return
- Cash flows

Marketing
including

- Market demand and supply
- Concepts of marketing management
- Market segmentation
- Selection of a market segment
- Assessment of market share
- Distribution channels
- Costing and pricing products
- Promotion

ESTABLISHING A SMALL BUSINESS

PURPOSE:

To provide training in the requirements and processes involved in establishing a small business.

NOMINAL DURATION:

If delivered through classroom based instruction, twenty contact hours are recommended. This time allocation should be adjusted for alternative delivery modes.

PREREQUISITES:

Before attempting this module the student must complete:

ESSB02 Planning to Start a Small Business

LEARNING OUTCOMES:

To be credited with this module the student must be able to demonstrate competency in the following learning outcomes:

1 Prepare all papers and documents for setting up a small business.

2 Make arrangements for the physical set up of a small business.

3 Set up a production process/service process for a small business.

LEARNING OUTCOME 1:

Prepare all papers and documents for setting up a small business.

ASSESSMENT CRITERIA:

1 The business registration papers are completed.

2 Applications for trade marks, patents, copyright, design, etc are completed.

3 The product designs registration papers are completed.

4 Application for loans, share arrangements, are formulated.

5 Property contracts are drawn up.

6 Administration requirements of the business are obtained.

ASSESSMENT:

- Organise and complete the papers, documents and administrative requirements for a small business.

RANGE STATEMENT:

- Administration of the business includes cash book, stationery, stock inventory, bookkeeping, such as invoices, receipts, vouchers and other office requirements.
- The small business can be the selected small business opportunity or a case study.

LEARNING OUTCOME 2:

Make arrangements for the physical set up of a small business.

ASSESSMENT CRITERIA:

1 Location and building needs are organised.

2 Furniture, equipment, machines, are ordered/purchased.

3 Equipment and machines are located for installation.

4 Essential facilities are organised.

5 Access for customers and product display is designed and organised.

ASSESSMENT:

- Prepare a plan of the physical layout of the business showing positioning of all major business components.

RANGE STATEMENT:

- Essential facilities include electricity, water, toilets, heating/cooling, telephone, waste disposal and others.

LEARNING OUTCOME 3:

Set up a production process/service process for a small business.

ASSESSMENT CRITERIA:

1 Safety features are identified and set up.

2 Staff are employed.

3 Channels of distribution and market links are arranged.

4 Suppliers are identified.

5 Raw materials and equipment are obtained.

6 The necessary business contracts are arranged.

7 Advertisements for the business are displayed.

8 A trial production run is conducted.

9 Working procedures are established.

ASSESSMENT:

- List the steps and information needed to establish a small business.
- Check establishment progress against the business plan.

RANGE STATEMENT:

- Channel distribution includes transportation, retail or seller to supplier, wholesalers and others.
- Trial run includes testing packaging and other factors.

CONTENT:

In designing the learning programme to develop Learning Outcomes 1, 2 and 3, content should include the overlapping areas of skills, knowledge and attitude.

ESTABLISHMENT SKILLS
including

- Working procedures
- Laws, requirements
- Rules and regulations
- Setting goals
- Safety features
- Checking progress against business plan
- Managing time
- Employing staff

READING AND WRITING SKILLS
including

- Trademark information
- Patent information
- Copyright procedures
- Organising information
- Checking information
- Recording information
- Ordering procedures
- Layout
- Designing
- Advertising
- Purchasing
- Drawing plans
- Calculating
- Bookkeeping
- Preparing contracts

INTERPERSONAL SKILLS
including

- Listening actively
- Communicating
- Negotiating
- Expressing ideas clearly
- Promoting focussed discussion
- Initiative
- Self confidence
- Trust
- Mediating conflict
- Salesmanship
- Commitment

ORGANISING SKILLS
including

- Location and building requirements
- Share arrangements
- Loan arrangements
- Transportation
- Preparing, planning and organising all relevant people and resources
- Packaging
- Machinery
- Suppliers
- Installation
- Erection of buildings

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MANAGING AND OPERATING A SMALL BUSINESS

PURPOSE:

To provide training to develop the skills needed to manage a small business and to operate it successfully.

NOMINAL DURATION:

If delivered through classroom based instruction, sixty contact hours are recommended. This time allocation should be adjusted for alternative delivery modes.

PREREQUISITES:

Before attempting this module the student must complete:

ESSB02 Planning to Start a Small Business
ESSB03 Establishing a Small Business

LEARNING OUTCOMES:

To be credited with this module the student must be able to demonstrate competency in the following learning outcomes:

1 Prepare a sales management plan, sales implementation strategies and a sales control programme.

2 Manage and control the production of products and services.

3 Develop and maintain appropriate financial records and procedures.

4 Manage the employees in a small business.

LEARNING OUTCOME 1:

Prepare a sales management plan, sales implementation strategies and a sales control programme.

ASSESSMENT CRITERIA:

1 Volume of sales is forecast and unit 'cost' is determined.

2 Wholesale and retail prices are set.

3 Sales force type and size are determined.

4 Distribution channels are monitored.

5 Incentives for sales staff are designed.

6 Special incentives for wholesalers and retailers for promotion of sales are designed.

7 Methods of public promotion, including advertising are evaluated and necessary changes incorporated.

8 Discounts, special offers are designed.

9 Arrangements to obtain feedback from customers to measure customer satisfaction are established.

10 After sales services are introduced.

11 Evaluating and troubleshooting procedures to achieve targets are developed.

12 Strategies, including changes in product design, packaging, etc for maintaining and/or expanding market share are proposed.

ASSESSMENT:

- Calculate sale price for the product/service.
- Draw up a sales plan to achieve a given target.
- Design control mechanisms for maintenance of a given market share and suggest strategies to achieve expansion.

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LEARNING OUTCOME 2:

Manage and control the production of products and services.

ASSESSMENT CRITERIA:

1 A plan for optimum production output is developed.

2 Procurement of raw materials and equipment are streamlined.

3 Safety issues are applied/used.

4 Product and process flow to achieve efficiency and productivity is developed.

5 Machine/plant inspections, maintenance and repairs are conducted.

6 Environmental laws are clearly interpreted and applied.

7 Processes for dealing with storehouse (warehouse) and disposal of waste are determined.

8 Quality control is measured/certified.

9 Operations are controlled.

10 Customer oriented environment is established.

ASSESSMENT:

- Prepare an input/output chart to demonstrate the service or product production process.
- Analyse the service or product production process management, inventory management and control.

RANGE STATEMENT:

Analysis of the production process will refer to:

- Optimum input and output
- Quality control checks
- Safety procedures
- Efficiency
- Productivity

LEARNING OUTCOME 3:

Develop and maintain appropriate financial records and procedures.

ASSESSMENT CRITERIA:

1 Budget is prepared.

2 Assets and liabilities are recorded.

3 Business transactions are recorded.

4 Revenue and expenditure for the business are recorded.

5 Profit and loss statements and balance sheets are prepared.

6 Cash flow controls are set up.

7 The return on investment is determined.

ASSESSMENT:

Prepare a set of financial documents for a small business.

LEARNING OUTCOME 4:

Manage the employees in a small business.

ASSESSMENT CRITERIA:

1 The employment laws and regulations are interpreted and applied.

2 Job analyses and descriptions are prepared.

3 The employee performance plan is formulated.

4 Appraisal method is interpreted.

5 On-the-job and off-the-job training plan is developed.

6 Sources/factors of motivation are identified.

7 Appropriate interview techniques are used (recruit, appraisal, transfer, promotion, discharge).

8 Appropriate negotiation techniques (wages and service conditions) and conflict resolution techniques are used (employer-employee, employee-employee or the business and other units).

ASSESSMENT:

- Outline relevant laws and regulations.
- Prepare job analyses and job descriptions.
- Prepare an employee management plan.
- Participate in role plays.

RANGE STATEMENT:

Role plays should include:

- Interviewing
- Employee appraisal
- Negotiating
- Resolving conflict

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CONTENT:

In designing the learning programme to develop Learning Outcomes 1, 2, 3 and 4, content should include the overlapping areas of skills, knowledge and attitude.

MANAGEMENT/MARKETING SKILLS
including

- Business organisation
- Setting goals
- Business administration
- Marketing strategies
- Marketing plan
- Production costs
- Distribution channels
- Sales promotion
- Advertising
- Market survey
- Marketing mix:
  - product
  - place
  - price
  - promotion
- Marketing environment
- Strategic planning
- Business registration
- Identifying market potential
- Sales forecasting
- After sales service
- Packaging
- Salesmanship
- Evaluating market and sale performance

OPERATING SKILLS
including

- Safety precautions in production
- Waste handling
- Quality control
- Environmental laws
- Storing
- Transportation
- Machine/plant inspection and maintenance
- Layout of business
- Identifying location
- Materials resource plan

PERSONNEL MANAGEMENT
including

- Employment laws
- Industrial relations
- Preparing job analysis
- Preparing job descriptions
- Training plan
  - on-the-job
  - off-the-job
  - technical skills
  - people skills
  - customer service
  - sales training

FINANCIAL MANAGEMENT
including

- Calculating break even point
- Record keeping
- Identifying revenue and expenditure
- Preparing profit and loss statement
- Preparing balance sheet
- Banking transaction
- Comparing objective and result
- Analysing profit and loss statements
- Analysing balance sheets
- Preparing budgets
- Preparing cash flow
- Calculating return on investment

INTERPERSONAL SKILLS
including

- Staff supervision techniques
- Employee motivation
- Communicating effectively
- Negotiation techniques
- Conflict resolution techniques

EVALUATING A SMALL BUSINESS

PURPOSE:

To provide training to develop the skills needed to evaluate a small business and to plan future directions.

NOMINAL DURATION:

If delivered through classroom based instruction, twenty contact hours are recommended. This time allocation should be adjusted for alternative delivery modes.

PREREQUISITES:

Before attempting this module the student must complete:

ESSB02 Planning to Start a Small Business
ESSB03 Establishing a Small Business
ESSB04 Managing and Operating a Small Business

LEARNING OUTCOMES:

To be credited with this module the student must be able to demonstrate competency in the following learning outcomes:

1 Evaluate the performance of key indicators in a small business.

LEARNING OUTCOME 1:

Evaluate the performance of key indicators in a small business.

ASSESSMENT CRITERIA:

1 Initial goals and objectives of the business, as set out in the business plan, are evaluated.

2 The market and sales performance plans are analysed.

3 The production process and the operation of machinery and equipment is measured and assessed.

4 The financial status of the business is evaluated.

5 Management and employee performance are analysed.

ASSESSMENT:

- Analyse the business plan for a small business and suggest future directions.

RANGE STATEMENT:

- The small business can be the selected business opportunity or a case study.

CONTENT:

In designing the learning programme to develop Learning Outcome 1, content should include the overlapping areas of skills, knowledge and attitude.

EVALUATION SKILLS
including

- Evaluating techniques
- Adopting appropriate procedures
- Setting goals, objectives, criteria
- Promoting focussed discussion with task orientation
- Preparing resources
- Organising relevant people
- Planning
- Facilitating a resolution
- SWOT analysis
- Questioning techniques

KEY INDICATOR SKILLS
including

- Market and sales performance
- Production process
- Operation of machinery and equipment
- Financial indicators
- Management and employee performance

INFORMATION SKILLS
including

- Prepare check list and survey tables
- Interviews
- Field practice
- Active listening technique
- Taking notes
- Checking information
- Organising information
- Recording information

ANALYSIS SKILLS
including

- Clarifying
- Rating
- Comparing
- Calculating
- Summarising
- Problem solving
- Enabling constructive criticism
- Giving suggestions
- Analysing statistics
- Facilitating group problem solving

ATTITUDES

- Open minded
- Honest
- Fair in dealings
- Willing to change
- Legally correct
- Realistic
- Accept constructive criticism

ENTREPRENEURIAL SMALL BUSINESS PROJECT

PURPOSE:

To provide an opportunity for students to integrate and apply the competencies gained in a small business context.

NOMINAL DURATION:

If delivered through classroom based instruction, ten contact hours are recommended. This time allocation should be adjusted for alternative delivery modes.

PREREQUISITES:

Before attempting this module the student must complete:

ESSB01 Entrepreneurial Skills
ESSB02 Planning to Start a Small Business
ESSB03 Establishing a Small Business
ESSB04 Managing and Operating a Small Business
ESSB05 Evaluating a Small Business

LEARNING OUTCOMES:

To be credited with this module the student must be able to demonstrate competency in the following learning outcomes:

1 Apply entrepreneurial skills when developing or analysing a small business opportunity.

LEARNING OUTCOME 1:

Apply entrepreneurial skills when developing or analysing a small business opportunity.

ASSESSMENT CRITERIA:

1 Project idea is described and problem or goal is outlined.

2 Sources of information are identified.

3 Relevant information is collected.

4 Structure of the report is planned in line with a standard format.

5 Analysis of the opportunity is prepared.

6 Recommendations are stated.

ASSESSMENT:

- Plan and write a project report.

RANGE STATEMENT:

- Report format will be specified.
- Group or individual project.
- Specific or general analysis.

ENTREPRENEURIAL SMALL BUSINESS PROJECT TOPICS:

- Select a business opportunity and prepare a business plan.
- Prepare a set of documents necessary for establishing and starting an innovative business.
- Evaluate an existing business and make recommendations to the owner for improving the business.
- Survey the range of businesses in the community and propose "Value-added" ideas that could be adopted by the owners.
- Conduct a market analysis and prepare a marketing plan for a small business.
- Investigate environmental issues in the community and identify business opportunities to deal with them. Prepare a feasibility report.
- Investigation technological options and prepare a feasibility report for the use of technology as a business opportunity.

[Case study can be used where a realistic business is not available.]

REFERENCE AND SUPPORT MATERIALS

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Insurance, No 28, AGPS.

Inventory Management and Control for Small Manufacturers, AGPS.

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Videos

Awkward Customers
Balance Sheet Barrier, The Video Training Company
Business Communication Skills, Video Train
Check that Cash, Cash that Cheque, Video Communicators Pty Ltd
Control of Working Capital, The Video Training Company
Cost, Profit and Breakeven, The Video Training Company
Depreciation and Inflation, The Video Training Company
Fair Trading, The Training Resource Company.
Firm Foundations, Film Australia
Free and Enterprising, Film Australia
Having a Go, Film Australia
How to Make Your Advertising Dollar Work Harder, Video Communicators
How to Sell Yourself, Ten Minute Motivators
Introduction to Selling, Ten Minute Motivators
Introduction to Workcover, Workcover SA
In Two Minds, Video Channel
Investigating Small Business
Managing Your Time More Effectively, Video Communicators
Meeting of Minds, Video Channel
On Target Marketing, Film Australia
Plain Sailing, Film Australia
Taking it In Stride: Stress Management, Focal Communications Pty Ltd

The Art of Two Way Communication
The Balance Sheet Barrier: Business Finance for Non-Specialists
The Business Plan, Film Australia
What is Marketing?, First Training

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GET (General Enterprising Tendencies) Psychological Test for use with Entrepreneurial Skills module

STATEMENTS OF PRINCIPLE

This document outlines the principles that were discussed and agreed as those underpinning the development of this exemplar curriculum document.

These principles were:

- the significance of lifelong learning;
- the role of competency statements;
- flexibility of the curriculum.

THE SIGNIFICANCE OF LIFELONG LEARNING

This curriculum focuses on the development of entrepreneurial skills for a small business context, but the curriculum writers believe that:

- entrepreneurial skills are relevant to people in all aspects of life experiences, as well as in the vocational and small business context;
- entrepreneurial skills should be incorporated into educational systems from primary school through secondary school and on to vocational and tertiary education;
- entrepreneurial skills should continue to be developed, formally and informally as part of the concept of lifelong learning.

> *"The concept of lifelong learning argues that the process of learning ought to continue throughout an individual's life, whether or not there is involvement with the formal educational system."*
>
> *LONG, D G (1990)*
> *"Learner Managed Learning"*
>
> *"Opportunities to develop the skills and processes which underpin the key competencies need to be incorporated into the various components of all courses because these skills, rather than being 'one-off' skills learned in primary and secondary school, are fundamental lifelong learning skills which are constantly practised and refined as we apply them to new situations. A skilled learner with a highly developed set of competencies may apply them automatically in familiar situations but in a new situation, eg a new job, will have to undergo a period of training or familiarisation to learn how to apply their skills in the new setting."*
>
> *MURPHY & STANELIS (1993)*
> *"Learning Key Competencies" LSREC*

The definition that follows sets out clearly the understanding of entrepreneurship that underpins the writing of this curriculum.

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A definition of Entrepreneurship should include:

CHARACTERISTICS OF THE ENTREPRENEUR

- positive self-esteem
- positive self-confidence
- self-discipline
- independence
- forward looking

ENTREPRENEURIAL SKILLS

Personal

- innovation
- initiative
- risk taking
- ability to deal with unknown with ease
- accepting challenges
- taking responsibility
- seeing opportunities in change

Interpersonal

- interacting with others effectively
- communicating effectively
- negotiating
- influencing
- demonstrating leadership

Process

- ability to plan and organise
- ability to analyse, synthesise and evaluate
- ability to execute the plan

COMMITMENT TO THE COMMUNITY/SOCIETY

- business based on sustainable development
- business based on immediate environmental concern
- business based on consumer concern

OUTCOMES THAT THE ENTREPRENEUR ACHIEVES

- creates wealth
- creates jobs
- adds value
- improves the community

ROLE OF COMPETENCY STATEMENTS

The importance of competencies in the education of young people has been identified and they are necessary to equip people for the life of work. The competencies that have been addressed in this curriculum can be divided into two groups: Key Competencies, which are generic, and competencies that relate particularly to entrepreneurial skills and small business.

Key Competencies are competencies essential for effective participation in the emerging patterns of work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. Key Competencies are generic in that they apply to work generally rather than being specific to work in particular occupations or industries. This characteristic means that the Key Competencies are not only essential for effective participation in work but are also essential for effective participation in further education and in adult life more generally.

Key Competencies must:

- be essential for preparation for employment;
- be generic to emerging patterns of work and work organisation;
- equip individuals to participate effectively in a wide range of social settings and adult life more generally;
- involve integration and application of knowledge and skills;
- be able to be learned;
- be amenable to credible assessment.

The table on the next page summarises the component parts of each of these Key Competencies.

KEY COMPETENCIES for effective participation in the emerging forms of work and work organisation
Collecting, Analysing and Organising Information The capacity to locate information, sift and sort information in order to select what is required and present it in a useful way, and evaluate both the information itself and the sources and methods used to obtain it.
Communicating Ideas and Information The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.
Planning and Organising Activities The capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.
Working with Others and in Teams The capacity to interact effectively with other people, both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.
Using Mathematical Ideas and Techniques The capacity to use mathematical ideas, such as number and space, and techniques, such as estimation and approximation, for practical purposes.
Solving Problems The capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the desired solution are clearly evident and in situations requiring critical thinking and a creative approach to achieve an outcome.
Using Technology The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

The flow chart that follows sets out the particular competencies that relate to entrepreneurial skills and small business.

PROFILE OF COMPETENCIES

ENTREPRENEURIAL SKILLS FOR SMALL BUSINESS

Competencies	Sub-Competencies		
A ENTREPRENEURIAL SKILLS ESSB01	A1 Analyse personal characteristics compared with entrepreneurial characteristics, and plan for personal growth	A2 Communicate effectively through speaking, writing, using technology and when working with others	A3 Use a range of approaches to create opportunities and solve problems
	A4 Use mathematical tools to analyse and describe practical situations	A5 Relate an understanding of entrepreneurial skills to personal situations	
B PLANNING TO START A SMALL BUSINESS ESSB02	B1 Select a small business opportunity from a range of options	B2 Assess the feasibility of a small business opportunity	
C ESTABLISHING A SMALL BUSINESS ESSB03	C1 Prepare all papers and documents for setting up a small business	C2 Make arrangements for the physical set up of a small business	C3 Set up a production process/service process for a small business

Competencies	Sub-Competencies		
D MANAGING AND OPERATING A SMALL BUSINESS ESSB04	D1 Prepare a sales management plan, sales implementation strategies and a sales control programme	D2 Manage and control the production of products and services	D3 Develop and maintain appropriate financial records and procedures
	D4 Manage the employees in a small business		
E EVALUATING A SMALL BUSINESS ESSB05	E1 Evaluate the performance of key indicators in a small business		
F ENTREPRENEURIAL SMALL BUSINESS PROJECT ESSB06	F1 Apply entrepreneurial skills when developing or analysing a small business opportunity		

FLEXIBILITY OF THE CURRICULUM

1 The curriculum has been developed to provide considerable flexibility for adaptation to various national contexts in the UNESCO region. The issues like basic education structure, level of education, previous business experience, etc of the individuals, and economic issues, such as unemployment or emphasis on acquisition of entrepreneurial skills for use in everyday life or enhanced contribution of micro enterprises to GNP in a particular economy, etc, would determine the type of moulding needed for the curriculum to fit into the particular contexts. The curriculum should, in principle, be easy to mould into various national contexts.

2 The curriculum has been developed in a way that it not only provides broad skills of entrepreneurial small business development, but also can be focused on certain particular industrial, vocational and small business contexts important to various locations or target groups/individuals.

3 The curriculum has basically been developed to be delivered **through face-to-face regular attendance classes.** But it is fairly flexible to adapt to other modes of delivery, such as:

- self-paced study, either external or internal, supported by tutorials;
- wholly external.

4 The curriculum has an emphasis on practical demonstration and application of the modules. Field trips, interviews with small business operators and lectures/discussions with experts in small business education and with successful business people, are extremely important for successful delivery of this curriculum. Extensive use of videos, case studies, practical examples, research activities, group discussions, individuals tuition/counselling, role playing, industry specific simulation exercises, is needed.

5 The curriculum aims at development of entrepreneurial traits, attitudes and values. Therefore, learning should take place through exposure to practical illustrations, action learning and participative decision making. The delivery modes and learning materials should, therefore, be developed accordingly.

6 The modules have been developed in a way that they can be taught in a range of combinations, depending upon the requirements of the target audience. The module *Entrepreneurial Skills* ESSB01 is fairly generic in nature and can be taught either in the beginning or simultaneously while others are being taught. It is, however, recommended that modules ESSB02-05 be taught in series as they require some prerequisites.

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GUIDELINES FOR IMPLEMENTATION

Report will be given to the Ministry concerned (eg Ministry of Education) on exemplar curriculum document in *Entrepreneurial Skills in Small Business* (ESSB) for review. The suggestions from the working group on ESSB, inter alia, include the following:

i) *Task Force*

Constitute a 'task force' on an implementation working group and charge them with the responsibility of working out a detailed plan of the implementation of the programme.

ii) *Develop Learning Material*

iii) *Train the Trainers*

Determine number of staff required and with what background.

iv) *Provide Facilities*

v) *Run Pilot Project*

Identify a limited number of students - provide with necessary facilities.

vi) *Recommendation based on experience from the pilot project*

Get recognition from industrial standard.

vii) *Actual Implementation at National Level*

Fix a target and achieve in stipulated period of time.

EVALUATION STATEMENT

Evaluations should be carried out in two stages:

A Pilot project evaluation

B Full scale evaluation of Project 2000.

A Pilot Project Evaluation

After one or two groups have completed the course, there should be an evaluation of the curriculum, addressing points such as:

- flexibility of the curriculum for national adaptation
- relevance to the target student group
- feedback from teachers regarding :
  - comprehensive nature of the competencies
  - ease of delivery
  - availability of resources
- feedback from students regarding:
  - ease of comprehension
  - complexity of learning
  - relevance to their goals
- feedback from business people and industry representatives
- other relevant evaluation issues

B Full Scale Evaluation of Project 2000

At the end of the Project 2000, there should be a full scale evaluation of the curriculum. This evaluation exercise may include specialists who are external to the institution. The following list offers suggestions on what might be asked:

a) Are the goals and objectives being achieved?

b) What changes in the organisational life of the institution have occurred?

c) Is there support for the programme to continue?

d) Is the programme cost effective?

e) Are any changes needed to the original conditions?

f) What are the opportunities for further development?

Key Areas of Competence **Entrepreneurial Skills**	**Key Areas of Competence** **Business Skills**
Language and Communication Speaking Listening Reading Writing Accessing and using information	Understanding reports Communication skills Customer service Telephone techniques Legal requirements
Scientific and Technological Understanding Scientific and technology concepts Impact of science and technology Scientific and technological skills	Use of computers Use of office equipment - photocopier - facsimile - projectors Operating equipment/machinery
Problem Solving Analysis Critical thinking Decision making Creative thinking Skills transfer to new contexts	Problem solving Creating opportunities Executing a business plan Planning
Mathematics Computation Measurement Understanding mathematical symbols	Finance - understanding Technical production skills Budgeting Decision making Pricing/costing
Cultural Understanding National context Global issues World of work	Relation with range of: - customers - employees Trade with other countries
Personal and Interpersonal Personal management Negotiating, team skills Initiative, leadership Adaptability to change Self-esteem Ethics	Employing staff Customer relations Personnel practices